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ABSTRACT

A strategic planning model for planning and conducting outcomes assessment was developed and implemented at Wayland Baptist University in Lubbock, Texas. First, the Secretary's Commission on Achieving Necessary Skills (SCANS) model was used to survey 100 undergraduate students regarding their perceptions of skills they would need after graduation. The SCANS survey findings were used during implementation of the following seven-step model planning process: select planners for the outcomes assessment; assess strengths, weaknesses, opportunities, and threats; conduct a thorough needs assessment and identify desired outcomes; establish administrative, methodological, feedback, and component strategies; design and/or identify appropriate instruments, strategies, and methods of data collection; gain acceptance for the assessment agenda from partners and internal/external constituencies; and gain commitment of resources and establish joint planning processes for the future. After analysis of the assessment findings, plans were formulated to develop the following: student orientation course to prepare students for Wayland's degree program and for outcomes assessment; capstone course for all graduating seniors; and objectives and success criteria for the university and each of its units/divisions. The process of collecting and using outcomes assessment data to improve Wayland's programs has already begun. (Appended are transparency masters detailing the model and the survey findings and outcomes assessment surveys/checklists.) (MN)

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OUTCOMES ASSESSMENT: FROM KNOWLEDGE TO PRACTICE
PRESENTATION AT THE AMERICAN VOCATIONAL ASSOCIATION, DENVER, COLORADO, DECEMBER 2, 1995

BY KENT BROOKS, DIRECTOR
WAYLAND BAPTIST UNIVERSITY-LUBBOCK CENTER
LUBBOCK, TEXAS

ASSESSMENT PLANNING MODELS

The expanding interest in quality and accountability created a need for models from which to plan outcomes assessment. W. A. Shewhart of Bell Telephone Laboratories developed what may be considered the first model to problem-solving as it relates to quality--the PDCA (Plan, Do, Check, Act) Cycle. This model calls for planning to accomplish some goal, do the work, check effectiveness by gathering data, and acting to continue those things that were successful and refine those that were not. I have used this model to form a definition of Outcomes Assessment. Transparency 1.

Through the subsequent work of Deming, Juran, Crosby and others, Shewhart's basic thoughts have evolved into today's concept of total quality management, or other such terms as total quality curriculum, and continuous quality improvement.

"*What Work Requires of Schools-A SCANS Report for America 2000*," commonly known as "SCANS" was released in 1991. The SCANS document reports skills and competencies, identified by the Secretary of Labor's Commission on Achieving Necessary Skills, needed for a high school graduate or anyone (including a college graduate) who is entering the workforce, and especially those who wish to be successful.

The SCANS Report is divided into two categories. Category One, **Foundation Skills**, consists of Basic Skills, Thinking Skills, and Personal Qualities. Category Two, **Competencies**, consists of Resources, Interpersonal Skills, Information, Systems, and Technology. It is recommended that SCANS be used as a tool to identify applicable school to work transition skills, and as a basis for defining outcomes required by our graduates. I used the SCANS model to survey 100 of our undergraduate students in 1994 to determine their perceptions of the skills needed after graduating from our university. The average age of these students was 36 years, and approximately 95 percent were already in the workforce. What they revealed is shown in the next three transparencies. Transparencies 2, 3, 4.

Dr. Bobby Hall, Director of Research and Institutional Effectiveness at Wayland Baptist University, has determined that a strategic planning model is needed for assessment at our university. His model is composed of seven phases, as shown in this illustration. Transparency 5.

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Strategic Planning for Outcomes Assessment should impact 8 areas, as shown in transparency 6. These planning models have enabled us to have better use of previous assessment data, and to develop new assessment tools.

Assessment leadership must begin with strong support of the chief academic officer, who must develop and sustain an environment conducive to outcomes assessment, according to Dr. Hall. Many committees and subcommittees are involved in the process of carrying the Wayland plan out to completion. The emphases on outcomes assessment and quality control are both directed at making our university more accountable and productive. The total process is complex, and involves much analysis and creative thought. Dr. Bobby Hall is providing great leadership for developing and implementing our outcomes assessment plan.

ASSESSMENT MEASURES

Our accrediting agency, the Southern Association of Colleges and Schools, mandated outcomes assessment two years ago. A comprehensive outcomes assessment program at Wayland Baptist University has been under development for a year. A portion of our efforts have been expended in reviewing various studies completed since 1989. Representative committees were formed in 1994 and questionnaires for current students, graduating seniors, alumni, and community leaders were developed. The majority of faculty and staff members have been involved in this development effort. The instruments have been pilot tested with focus groups, and surveys of target groups have been completed. A complete list of opinion surveys to be conducted are shown in transparencies 7 and 8. In addition, we have selected an ACT COMP (College Outcomes Measurement Program) test to measure the general education core, and administered this test to a sample of students early in 1995. This test is the most widely used measure of the academic foundation core in bachelor degree programs. We are using the objective test, which measures critical thinking, analytical, math, art appreciation, and other applied knowledge and skills. We will likely use this test for a period of time, and then develop our own exam to cover general education knowledge and skills. All Wayland graduates are also required to complete the Graduate Record Exam.

We must also determine how students who completee technical-vocational education programs from community colleges will be measured. Will the community college provide their documentation on outcomes assessment of the students' technical field, or must we re-evaluate them using national or locally prepared exams?

We are also reviewing the Education Testing Service exams over major fields of study for possible use in our essessment program.

Assessment also involves a measure of entering student skills. We will likely adopt the TASP exam, which is the standard exam administered to all entering Freshmen at Texas Public colleges and universities. At present, we require the Nelson-Denny test for Reading and Comprehension, and a locally pre-algebra test. We will also emphasize writing across the curriculum, with writing samples provided by teachers and scored by English faculty.

ACCOMPLISHING THE TASK OF ASSESSMENT

A one semester-hour new student orientation course will be used to prepare students for their degree program at Wayland, and for outcomes assessment. This transparency shows what will be covered in the 15 classroom hour course. Transparency 9. Special emphasis will be provided on how to maintain a portfolio of student accomplishments during their program. This portfolio will include documentation of the mastery of SCANS skills. This portfolio will be extremely useful during the capstone course, in which students will demonstrate their writing, speaking, interpersonal and other skills. Items to be included in the portfolio are shown in Transparency 10.

Students must score 70 or above on an orientation test. To assist in passing this test, we have developed a computer-assisted self-study module, using the Microsoft Powerpoint slide show viewer.

A two semester hour capstone course will be completed by each graduating senior. Much of the assessment data will be collected during this course. Transparency 11 shows what will be accomplished during the course. Again, students will demonstrate what they know and can do. Grades on coursework will not be enough evidence that graduates are prepared for career entrance or advancement. We will also collet data on SCANS competencies mastered by our students on the job and in the college/university curricula.

As part of strategic planning, we are currently developing objectives and success criteria for the university and for each unit/division within the university. External evaluators will be invited to review our assessment data in relation to criteria for success.

USING THE DATA

We must show evidence that assessment data collected is used to change or improve programs. This is the most difficult task, but with great benefits. We have already begun to use the data collected, including upgrading the computer laboratory to meet the specific needs of the working adult student, revising the computer curriculum, developing the capability for our students to use Internet, and developing the capability for our faculty to use the latest computerized presentation systems. We are stressing computer competencies across the curriculum. Access to computer technology is a must.

Turn-a-round time for student degree plans, grades, student accounts, and financial aid processing was too long. Quality is getting more than you expect, so we implemented a plan to have a response to a student's request within four hours and developed a new credo "whatever it takes." Students who are not getting the service they expect are encouraged to call the chief academic officer.

Students wanted real coffee in the lounge, and we provided Folger's coffee! We added new signs to the building to enhance the appearance of our facility, which students said "were nice but somewhat crude" for the progressive area of our city in which it is located. We changed our working hours to be in the office more in the evening to accommodate student needs for counseling, phone

calls, paying accounts, grievances, and enrollment. Finally, we started giving students more attention in the classroom by visiting classes more often, and having them express their concerns for their program. One student told me that the "Hawthorn Effect" was much in evidence after our visits to the classes. I attribute much of the growth for our current Winter Term to special attention given in staff meetings to student service, and to addressing student concerns in the classes.

We are contacting organizations where our students work, and offering to do counseling, registration and courses on site. Employers are enthusiastic about this kind of commitment to service.

Assessment data can also be perplexing. A survey of new students who started with Wayland in 1994 revealed that our retention rate was less than 40 percent. We plan to contact these students to determine why they are no longer enrolled.

EXAMPLE ASSESSMENT FORMS

In your packet are several assessment forms we have developed and have begun to use. These include forms used for surveying current students, graduating seniors, and community leaders. I hope these may be of some assistance. If I could do this talk next year, we would have a much greater record of assessment activities. We intend to have answers for any question that our accrediting agency might ask during their visit with us in 1998. Wayland has over 3,000 students in extension centers in 5 states. The quality of the extension center programs must equal or exceed those provided at our main campus in Plainview, TX.

SUMMARY

I trust the information I have provided about assessment models, measures used to assess outcomes, and how to gather and use assessment data will be helpful to you.

ASSESSMENT-A DEFINITION

- DEMONSTRATING THE RESULT OF SOMETHING
- JUDGING THE VALUE OF SOMETHING
- USING THE ABOVE TO IMPROVE UPON OR CHANGE SOMETHING

Outcomes Assessment

Desired Knowledge

- Technology Language Arts Computers
- Math Human Relations Ability to Communicate
- Career Awareness Community Awareness Global Awareness
- Scientific Awareness Analytical Awareness
- Motivation (Self Confidence and Self Sufficiency)
- Religion/Christianity/Bible Business/Employment Practices
- How B.S.O.E is Commensurate With Other Degrees
- How Bachelor's Degree Fits Into The Real World
- History/Government Training Psychology
- Social Services Ethics Economics Public Relations
- Goal Setting Services Industry Management
- Customer Relations How To Be Competitive Marketing Self

Outcomes Assessment

Desired Skills

- Computer Writing/Reading Comprehension Problem Solving
- Verbal/Oral Expression Human Relations Perseverance
- Analytical (Hear, Read, Reason, Understand, Interpret)
- Applications of Math/Science Supervision Leadership
- Goal Setting and Accomplishment Crisis Management
- Organization and Management Personnel Management
- Financial Management Data Base Access Creative Skills
- Logic/Reasoning Teaching Skills Counseling Resume Writing
- Interviewing Mediation Coping Stress Management
- Time Management Task Prioritization Research Team Work

Outcomes Assessment

Desired Practical Experience

- Technology Applications Group/Team Projects
- Computer Applications (Word Processing Data-Base Access/Analysis)
- Internships Laboratory Experience Apprenticeships
- Application of Math and Science Meeting Planning and Conduct
- Money Management Planning Organizing Problem Solving
- Occupational Experience Mentoring With Workers Team Leadership
- Resource Person Role Model Continuing Education
- Community Services Volunteering Community Relations
- Church Involvement Office Communication Practice Teaching
- Using Communication Equipment/Software Job Searching

THE ASSESSMENT PROGRAM IMPACT AREAS

DIRECTIONS:
For each of the eight areas, please indicate to what extent that area **NOW IMPACTS** your strategic planning for outcomes assessment. Also, please indicate to what extent that area **SHOULD IMPACT** your strategic planning for outcomes assessment. If, in your opinion, this component should be changed, please write modifications directly on this page.

Area I - Circle One for Each
NOW IMPACTS:
(Low) 1 2 3 4 5 (High)
SHOULD IMPACT:
(Low) 1 2 3 4 5 (High)

Area II - Circle One for Each
NOW IMPACTS:
(Low) 1 2 3 4 5 (High)
SHOULD IMPACT:
(Low) 1 2 3 4 5 (High)

Area III - Circle One for Each
NOW IMPACTS:
(Low) 1 2 3 4 5 (High)
SHOULD IMPACT:
(Low) 1 2 3 4 5 (High)

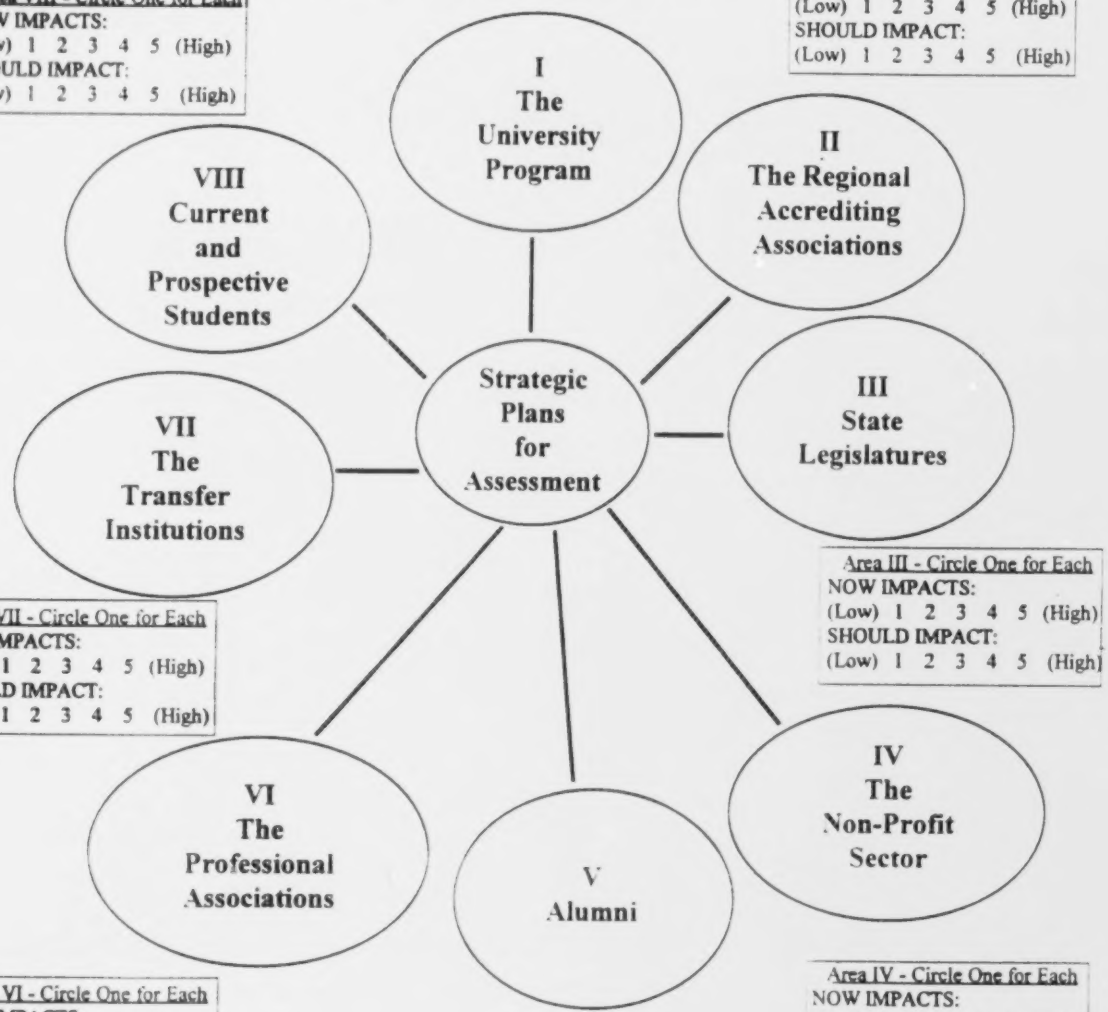
Area IV - Circle One for Each
NOW IMPACTS:
(Low) 1 2 3 4 5 (High)
SHOULD IMPACT:
(Low) 1 2 3 4 5 (High)

Area V - Circle One for Each
NOW IMPACTS:
(Low) 1 2 3 4 5 (High)
SHOULD IMPACT:
(Low) 1 2 3 4 5 (High)

Area VI - Circle One for Each
NOW IMPACTS:
(Low) 1 2 3 4 5 (High)
SHOULD IMPACT:
(Low) 1 2 3 4 5 (High)

Area VII - Circle One for Each
NOW IMPACTS:
(Low) 1 2 3 4 5 (High)
SHOULD IMPACT:
(Low) 1 2 3 4 5 (High)

Area VIII - Circle One for Each
NOW IMPACTS:
(Low) 1 2 3 4 5 (High)
SHOULD IMPACT:
(Low) 1 2 3 4 5 (High)



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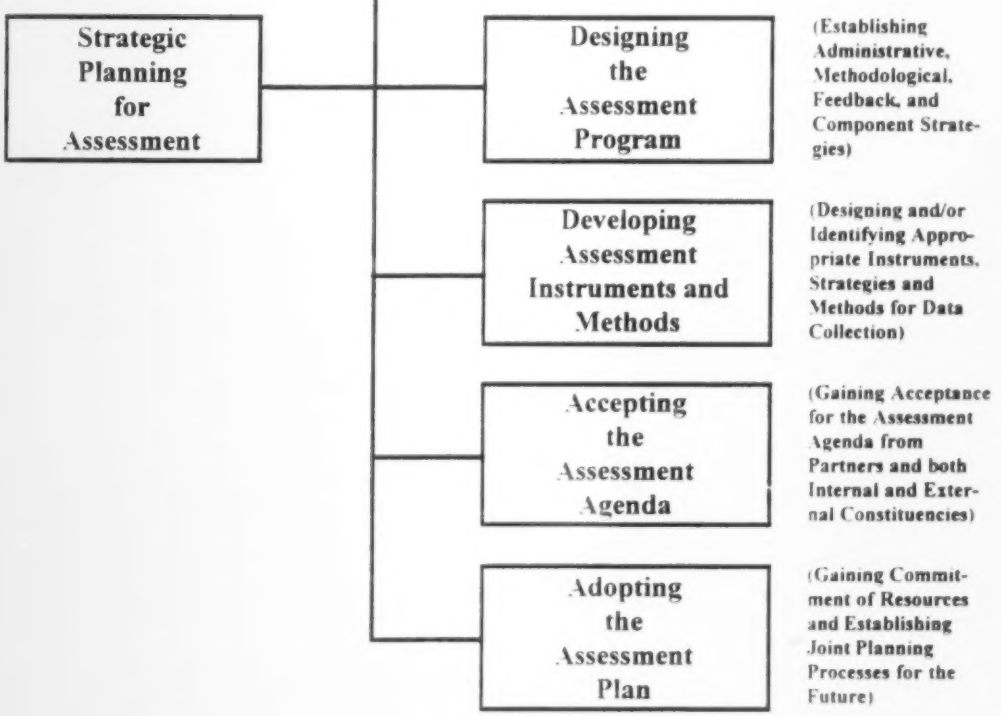
A MODEL OF THE STRATEGIC PLANNING PROCESS FOR OUTCOMES ASSESSMENT

DIRECTIONS:
Please rate the validity of this model in identifying the major steps in the strategic planning process for outcomes assessment (circle one):

(Low) 0 1 2 3 4 5 (High)

If, in your opinion, this should be changed, please write modifications directly on this page.


Strategic Planning for Assessment
Positioning the Architects
(Selecting the Planners for Outcomes Assessment)
Scanning the Environment
(Assessing Strengths, Weaknesses, Opportunities and Threats)
Determining Needs and Identifying Outcomes
(Conducting a Thorough Needs Assessment and Identifying Desired Outcomes)
Designing the Assessment Program
(Establishing Administrative, Methodological, Feedback, and Component Strategies)
Developing Assessment Instruments and Methods
(Designing and/or Identifying Appropriate Instruments, Strategies and Methods for Data Collection)
Accepting the Assessment Agenda
(Gaining Acceptance for the Assessment Agenda from Partners and both Internal and External Constituencies)
Adopting the Assessment Plan
(Gaining Commitment of Resources and Establishing Joint Planning Processes for the Future)

OPINION SURVEYS

- ALUMNI
- CURRENT STUDENTS
- FORMER STUDENTS
- PROSPECTIVE STUDENTS
- FACULTY
- EMPLOYERS
- COMMUNITY/BUSINESS/VENDORS

OPINION SURVEYS

- EMPLOYERS
- CHURCHES
- PARENTS
- DONORS
- TRUSTEES

NEW STUDENT ORIENTATION

- ACADEMIC POLICIES/PROCEDURES
- PLANNING THE DEGREE PROGRAM
- WRITING TERM PAPERS
- GRADUATION REQUIREMENTS
- PREPARING FOR OUTCOMES ASSESSMENT/CAPSTONE COURSE
- ALUMNI PARTICIPATION

PORTFOLIO INSERTS

- STUDENT GOALS
- DEGREE PLAN
- TEST RESULTS
- TERM PAPERS
- PRESENTATIONS
- RESUME
- AWARDS AND COMMENDATIONS

CAPSTONE COURSE

- COMPREHENSIVE EXAMS
- EXIT INTERVIEWS/SURVEYS
- COMPETENCY DEMONSTRATIONS
- SCANS DATA COLLECTION
- PORFOLIO ANALYSIS
- JOB PLACEMENT/ADVANCEMENT
- TOOLS FOR SUCCESS

CURRENT STUDENT QUESTIONNAIRE

Please read instructions carefully before beginning each section. Completion time: 25 minutes.
Definitions: Faculty - those who teach courses
Staff - those who assist you in Wayland offices, such as secretaries, clerks, etc.
Administration - those who make policy and direct the institution, such as the president, vice presidents, office directors, etc.

SECTION I - BACKGROUND INFORMATION

1. Campus You Attend_____ **2.** Male____ Female____ **3.** Civilian____ Military____

4. Classification: Freshman___ Sophomore___ Junior___ Senior___ Graduate Student___ Non-Degree Student___

5. Are you a transfer student? Yes___ No___ **If yes, how many hours did you transfer to WBU?** ____

6. Employed? Yes___ No___ **7. Job type during academic year (check all that apply):**
On Campus___ Off-Campus___ Part-Time___ Full-Time___

8. Race: African-American___ Hispanic___ White___ Asian___ Native American ___
Other (Please List)_____

9. U.S. Citizen? Yes__ No__ **10. Age:** 18-23__ 24-30__ 31-Above__ **11. Athletic team member?** Yes__ No__

12. Do you receive financial aid? Yes___ No___ **If yes, what percentage of your living and college expenses comes from:**

____ Scholarships
____ Grants
____ Loans
____ On-Campus Job
____ Off-Campus Job
____ Parents
____ Savings
Total 100%

13. Do you live in:
___ Wayland dormitory
___ Wayland off-campus housing
___ Other

14. Religious Preference:

___ Southern Baptist
___ Other Baptist
___ Presbyterian
___ Catholic
___ Lutheran
___ Methodist
___ Church of Christ
___ Disciples of Christ
___ Episcopal
___ Jewish
___ Non-Denominational
___ No Religious Preference
___ Other (Please Specify) _____

15. Marital Status: Single___ Married___ **16. Children?** Yes___ No___ How Many?_____

17. How many semester hours will you have completed at Wayland at the end of the current semester?

0-15___ 16-30___ 31-45___ 46-60___ 61-75___ 76-90___ 91-105___ 106-120___ 121-Above___

18. What is your major(s)?_____ **minor(s)?**_____

19. What is your overall grade-point average (GPA)?
___ 4.0
___ 3.5-3.99
___ 3.0-3.49
___ 2.5-2.99
___ 2.0-2.49
___ Below 1.99

20. Why did you choose to attend Wayland? (Check all that apply)

___ Academic reputation
___ Christian environment
___ Location
___ Cost
___ Size of school
___ Flexibility in class scheduling
___ Academic offerings in my field of study
___ Athletic programs
___ Financial aid or scholarships
___ Social opportunities
___ Flexibility in degree credits
___ Friends/Family influence
___ Minister/Church influence
___ Small classes
___ Other (Specify)_____

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SECTION II - PLANNING & ORGANIZATION

Please rate each of the following items by checking the appropriate response:

	Excellent	Very Good	Adequate	Poor	Not Rated
The preparation you are receiving for a career					
Academic counseling for your program of study					
Schedule of course offerings					
The quality of teaching relative to stated course objectives					
The relationship of courses & requirements to your overall degree objectives					
The quality and accuracy of printed information about the University (catalog, view book, etc.)					
Overall orientation for new students - finding what you need, who to see, where to go, etc.					
General liberal arts education					

What are your plans after you graduate or leave Wayland? (check all that apply)

Enroll in a graduate program ___
Continue in present job ___
Take a new job ___
Enter or stay in the military ___
Employment is not a goal ___
Transfer to another university ___
Devote full time to home/family/personal activities ___
Other _____

SECTION III - ACADEMIC EXPECTATIONS AND PRACTICES

Please rate each of the following items on three scales.
First, indicate how important you considered each item to be <u>WHEN YOU ENROLLED</u> (Entering Expectation).
Second, indicate how important <u>YOU NOW CONSIDER</u> each item to be (Current Expectation).
Third, indicate how well Wayland <u>PROVIDES FOR EACH ITEM</u> (Current Evaluation).

	Entering Expectation				Current Expectation			Current Evaluation				
	Very Important	Somewhat Important	Not Important	No Opinion	Very Important	Somewhat Important	Not Important	Excellent	Very Good	Adequate	Poor	Not Rated
The availability of library resources for courses taken												
The accessibility of professors												
The administration's caring concern for students												
The size of classes												
The quality of courses in preparing for graduate school												
The availability of activities and clubs at Wayland												
The caring concern of office staff for students												
Opportunities for student involvement in WBU decision making												
Overall enrichment of your: writing skills												
speaking skills												
critical thinking skills												
analytical skills												
leadership skills												
Christian life commitment skills												
self-discipline												
interpersonal skills												
library research skills												
computer skills												
Biblical knowledge												
math skills												
career awareness												
global awareness												
scientific awareness												
problem-solving skills												
appreciation of music & art												
cultural awareness												

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Please rate each of the following items by checking the appropriate response:

1. The amount your academic work requires the use of library resources?
Too Much___ About Right___ Not Enough___ Not Rated___

2. Course grading?
Too Hard___ About Right___ Too Easy___

3. Time required for study outside of class? (check two)
Too Much___ About Right___ Not Enough___ More than time spent in class___ Less than time spent in class___

4. In your opinion, is crime a problem on the premises where you attend Wayland? (Plainview, San Antonio, etc.)
A Major Problem___ Somewhat of a Problem___ Not a Problem___ Not Rated___

5. In your opinion, are alcohol and drugs used by WBU students?
Used by Many___ Used by Some___ Not Used___

6. Are more fine arts/cultural activities such as concerts and films needed on campus? Yes____ No____

7. Are more religious activities needed on campus? Yes____ No____

8. Do you need child care services on campus? Yes____ No____
If yes, when is child care most needed? (check all that apply) Morning___ Afternoon___ Evening___ Saturday___

SECTION IV - COLLEGE ENVIRONMENT

What is your current level of satisfaction with each of the following items?

1. Office of the Registrar	Excellent___ Very Good___ Adequate___ Poor___ Not Rated___
2. Registration procedures	Excellent___ Very Good___ Adequate___ Poor___ Not Rated___
3. Athletic programs	Excellent___ Very Good___ Adequate___ Poor___ Not Rated___
4. Athletic facilities for student recreational use	Excellent___ Very Good___ Adequate___ Poor___ Not Rated___
5. Student center	Excellent___ Very Good___ Adequate___ Poor___ Not Rated___
6. Bookstore	Excellent___ Very Good___ Adequate___ Poor___ Not Rated___
7. Classroom facilities	Excellent___ Very Good___ Adequate___ Poor___ Not Rated___
8. Student housing	Excellent___ Very Good___ Adequate___ Poor___ Not Rated___
9. Food services	Excellent___ Very Good___ Adequate___ Poor___ Not Rated___
10. Religious/Spiritual environment	Excellent___ Very Good___ Adequate___ Poor___ Not Rated___
11. Business Office	Excellent___ Very Good___ Adequate___ Poor___ Not Rated___
12. Financial Aid Office	Excellent___ Very Good___ Adequate___ Poor___ Not Rated___
13. Social/Recreational opportunities in Plainview	Excellent___ Very Good___ Adequate___ Poor___ Not Rated___
14. The quality of personal counseling services	Excellent___ Very Good___ Adequate___ Poor___ Not Rated___

Please rate each of the following items on two scales.
First, indicate <u>WHAT YOU EXPECTED</u> when you enrolled at Wayland.
Second, indicate your <u>CURRENT EVALUATION</u> of that item at Wayland.

	Entering Expectation					Current Evaluation				
	Excellent	Very Good	Adequate	Poor	Not Rated	Excellent	Very Good	Adequate	Poor	Not Rated
General attitude of students toward students										
General attitude of students toward faculty										
General attitude of students toward administration										
General attitude of students toward staff										
General attitude of faculty toward students										
General attitude of administration toward students										
General attitude of staff toward students										

SECTION V - FINAL WORD

1. How satisfied are you with the education you are receiving at Wayland?
Very Well Satisfied___ Satisfied___ Somewhat Dissatisfied___ Very Dissatisfied___

2. How satisfied are you with your overall experience at Wayland?
Very Well Satisfied___ Satisfied___ Somewhat Dissatisfied___ Very Dissatisfied___

3. Would you recommend Wayland to others? Yes_____ No_____

Please write legibly! Use back if needed.

4. What things about Wayland have you found to be most useful and helpful to you? Please be specific.

5. What things about Wayland are you least satisfied with? Please be specific.

6. What specific suggestions do you have for improving Wayland?

Thank you for your help in improving Wayland Baptist University.
For additional information about the results of this survey, contact the
Office of Institutional Research and Effectiveness,
Box 575 WBU, or call 296-4523.

(Faculty Satisfied 1997)

GRADUATING STUDENT SURVEY

As a graduating student, you are a valuable source of information about Wayland. Please give us the benefit of your experience while at Wayland by indicating responses to the following items. Only about 15 minutes will be required to complete the survey, and the information you give will be invaluable to those of us who work to provide the best possible education and personal development climate for Wayland students.

Because Wayland students graduate each year from eight different locations, some questions may not apply to you. In such cases, mark "not rated." If you have specific complaints, compliments, or suggestions, feel free to write them anywhere on the questionnaire or attach additional pages. Thank you for your help, and best wishes as you move into an exciting future.

1. Campus You Attended_____ **2.** Male ___ Female ___ **3.** Civilian__ Military __ Veteran __

4. Race: African-American___ Hispanic__ White___ Asian Native American __
Other (Please List)_ _____

5. U.S. Citizen? Yes__ No__ **6. Age:** 18-23 24-30 31-Above **7. Athletic team member?** Yes__ No

8. Did you receive financial aid? Yes No **If yes, what percentage of your living and college expenses came from:**

Scholarships
Grants
Loans
__ On Campus Job
__ Off Campus Job
___ Parents
___ Savings
Total 100%

9. How many semesters did you live in Wayland housing? _____
10. How many semesters did you attend Wayland? _____
11. How many microterm sessions did you attend? _____

12. Religious Preference:

__ Southern Baptist
__ Other Baptist
__ Presbyterian
__ Catholic
__ Other (Please Specify) _____
__ Lutheran
__ Methodist
__ Church of Christ
__ Disciples of Christ
Episcopal
Jewish
Non-Denominational
No Religious Preference

13. Marital Status: Single Married_ **14. What is your major(s)?**

15. What is your overall grade point average (GPA)?

__ 4.0
__ 3.5-3.99
__ 3.0-3.49
__ 2.5-2.99
__ 2.0-2.49
Below 1.99

16. Why did you choose to attend Wayland? (Please mark 1, 2 and 3 for your first, second and third most important reasons.)

__ Academic reputation
__ Christian environment
__ Location
__ Cost
__ Size of school
Flexibility in class scheduling
__ Academic offerings in my field of study
Athletic programs
__ Financial aid or scholarships
__ Social opportunities
__ Flexibility in degree credit
Friends/Family influence
Minister/Church influence
Small classes
__ Other (Specify)

17. What was your main goal for attending Wayland? (check one)

__ Preparation for employment in my major field of study
If so, do you have a satisfactory job or job offers in the field? Yes No
__ Preparation for graduate or professional school
If so, where do you plan to attend? _
What will be your major field of study?
__ Personal enrichment and a general education
__ Other (specify) _____

18. On a scale of 1 to 5, how would you rate Wayland for meeting your goal? LOW 1 2 3 4 5 HIGH

19. How would you describe your current feelings of loyalty toward Wayland as your university? LOW 1 2 3 4 5 HIGH

20. Overall, how satisfied are you with your total experience (educational, social, etc.) **at Wayland?** LOW 1 2 3 4 5 HIGH

YOUR MAJOR

Please rate your major department at Wayland in each of the following areas:

	Excellent	Very Good	Adequate	Fair	Poor
The faculty's knowledge and expertise					
Quality of teaching					
Availability and helpfulness of the faculty outside class					
Helpfulness of the departmental support staff					
The faculty's interest in your success					
Availability of courses when you need them					
Quality of the labs, studios, equipment, etc					
Preparation for your planned career					

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ACADEMIC PROGRAMS

Please rate Wayland's contribution to your development in each of the following areas:

	Excellent	Very Good	Adequate	Fair	Poor
Understanding of how the liberal arts are related to career preparation					
Ability to make informed discriminating judgments about important personal and social issues					
Ability to use logical thinking and critical analysis to solve problems and make decisions					
Recognition of your responsibility to be involved in civic and social activities					
Reading ability					
Writing ability					
Oral communication					
Fundamental mathematical skills					
Basic computer skills					
Recognition of the value of cultural and aesthetic enrichment					
Understanding of my major field(s) of study relative to its unique history, content, themes and applications					

INSTRUCTION

How would you rate the following relative to the classroom instruction you received at Wayland?

	Excellent	Very Good	Adequate	Fair	Poor
Integration of Christian faith and learning					
Appropriateness of classroom instruction relative to what you perceive to be the goals of Wayland					
Appropriateness of classroom instruction relative to the stated goals of the course					
Appropriateness of classroom instruction relative to the capabilities of the students					
Integration of the academic disciplines so that you will be able to apply them to social, moral, and personal aspects of your life					
Provision of educational experiences so that you developed national and international understanding and application of the subject matter					
Integration into the curriculum of information technology and use of data networks so that you gained the fundamental knowledge and basic competencies to use these technological resources in everyday life and in your future occupations					
University grading practices which indicate accurately the levels of student achievement and reflect relevant and realistic expectations for students					
Instructional programs and techniques designed to produce graduates who are independent, self directed learners					
Preparation of students so that they move easily and productively into career fields					
Through the development of enhanced perception and appropriate values, students develop the ability to make discriminating judgements and appropriate decisions					
Scholarly and creative achievement is encouraged					

STUDENT LIFE AND DEVELOPMENT

How would you rate the following aspects of campus life and student development?

	Excellent	Very Good	Adequate	Fair	Poor	Not Rated
The opportunity to impact the quality of campus life						
Provision of a comfortable, attractive, and secure campus environment						
The contribution of student services to your social development						
The contribution of student services to your moral development						
The contribution of student services to your intellectual development						
The contribution of student services to your physical development						
The contribution of student services to your spiritual development						
Impact of student development activities on your Christian growth						
Demonstrations in campus activities of the integration of Christian faith and learning so as to impact your understanding, Christian commitment and behavior						
Learning resources, as provided by the library and other academic units on campus						
Technological support services (computers, etc.) for the library and other campus operations						
Provision of assistance and service by the University's administration and staff in your pursuit of educational goals						

THE BSOE PROGRAM *(Only students receiving the BSOE degree should answer this section. Others may move to the next section.)*

Please answer the following questions about the BSOE degree program:

	Yes	No	No Opinion
Did you receive professional advancement as a result of completing the BSOE degree?			
Is your current position related to your BSOE degree program?			
Were job placement services made available to you?			
Were personal counseling services made available to you?			
Did you receive adequate degree counseling services?			
Was the instruction in your classes related to your personal or professional goals?			
Did your academic work regularly require utilization of library resources?			
Were adequate library resources available?			
Were you satisfied with the overall education you received at Wayland?			
Would you recommend the BSOE program to others?			

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LINKING WAYLAND AND WEST TEXAS

1. What is your area of responsibility? ___ Mayor ___ Superintendent ___ City Council Member ___ City Manager ___ County Commissioner ___ Chamber of Commerce Manager

2. In what city and county do you work? _____ (City) _____ (County)

3. How important is Wayland Baptist University to higher education in West Texas? (*check one*)

___ Extremely Important ___ Very Important ___ Somewhat Important ___ Not Important

4. For a full-time college student (taking 12 or more hours) who lives in a dormitory and eats in the cafeteria, do you believe the cost of attending Wayland is higher, lower, or about the same as attending a state supported university?

___ Higher Cost ___ Lower Cost ___ Costs About the Same ___ No Opinion

5. Please indicate your opinions concerning the following items at Wayland (*check one response per item*).

Wayland Baptist University	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
has a reputation for academic excellence					
has faculty of very high quality					
pays close attention to the needs of its students					
has outstanding physical facilities (buildings/grounds)					
has outstanding administrative leadership					
has an outstanding Christian environment					
produces graduates with high ethical standards					
produces graduates who have a positive impact on West Texas					
informs citizens of the area of significant University happenings					
has solid financial resources					
contributes to the quality of life in West Texas					
welcomes students of all races					
welcomes students of all religious groups					

6. How can Wayland help meet the needs of your local community or county? (*check one response per item*)

	Wonderful idea! Very Helpful	Helpful	The idea is O.K.	This activity will not be helpful or well attended	This activity will do more harm than good	This activity does n... good for us
Business/professional seminars taught by WBU faculty, staff and administrators						
Business/professional seminars led by guest speakers (with the expense shared by participants)						
The use of WBU facilities for community activities, such as planning retreats, conferences located on our campus, rehearsal camps, youth camps, etc.						
Holding athletic events and tournaments on campus						
Leadership development training						
Travel courses offered in early summer						
Public health and CPR courses						
Time management seminars						
Eisenhauer programs						
The use of our library facilities						

7. What other services could WBU offer your community?

_____

8. Please describe your impression of the overall quality of the following universities: (*check one response for each university*)

	Excellent	Above Average	Average	Below Average	Poor	No Opinion
Eastern New Mexico University (Portales, NM)						
Hardin-Simmons University (Abilene, TX)						
Howard Payne University (Brownwood, TX)						
Lubbock Christian University (Lubbock, TX)						
Midwestern State University (Wichita Falls, TX)						
Texas Tech University (Lubbock, TX)						
Wayland Baptist University (Plainview, TX)						
West Texas A&M University (Canyon, TX)						

9. Where do you receive or see the most information about Wayland? (*check all that apply*)

___ Local newspaper
___ Local radio station
___ Television
___ Regional newspaper (such as the *Lubbock Avalanche-Journal* or *Amarillo Globe-News*)
___ Wayland publications or direct mail
___ Wayland students, alumni or employees
___ I never receive or see information about Wayland

Thank you for helping us improve Wayland Baptist University!

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TENTATIVE

WAYLAND BAPTIST UNIVERSITY
TOTAL QUALITY CURRICULUM

Profile of Outcomes
Bachelor of Science in Occupational Education

Student Name:_____SS#:_____
Course:_____ Term and Date:_____

INSTRUCTIONS: Check the outcomes that students acquired in above course. Indicate if students gained knowledge, skills and/or practical experiences.

OUTCOME AREAS	OUTCOME LEVELS		
Resource Skills	**Knowledge**	**Skills**	**Practical Experience**
1. Allocate Time			
2. Allocate Money			
3. Allocate Materials, Facilities, and Resources			
4. Allocate Human Resources			
5. Allocate Space			
6. Serve on a Committee			
7. Develop a Flow Chart			
8. Categorize Data			
Interpersonal Skills			
1. Participate as a Team Member			
2. Teach Others			
3. Serve Clients/Customers			
4. Exercise Leadership			
5. Negotiate Agreements			
6. Follow Standard Business/Employment Practices			
7. Manage Personnel			
8. Practice Christian Standards			
9. Communicate with Peers			
10. Train Others			
11. Motivate Others			

	Knowledge	Skills	Practical Experience
12. Identify and Solve Problems			
13. Mediate Problems			
14. Model Appropriate Behavior			
15. Serve on a Community Organization			
16. Perform Church Ministries			
17. Apply Scriptures			
18. Make a Speech			
19. Supervise Personnel			
20. Develop Client Relations			
21. Interview for a Job			
22. Market Self			
23. Counsel Others			
24. Plan and Conduct a Meeting			
Information Skills			
1. Acquire/Evaluate Information			
2. Organize/Maintain Information			
3. Interpret and Communicate Information			
4. Conduct Library Research			
5. Write Reports			
6. Apply Algebra			
7. Apply Career Information and Data			
8. Apply Community Information and Data			
9. Apply State Information and Data			
10. Apply National Information and Data			
11. Apply Global Information and Data			
13. Apply Scientific Information and Data			
14. Set and Accomplish Goals			
15. Perform Creative Work			

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	Knowledge	Skills	Practical Experience
16. Apply Psychology			
17. Apply Economics			
18. Apply Social Information and Data			
19. Apply Service Industry Information and Data			
20. Write a Resume			
21. Articulate Meaning of the BSOE Degree			
22. Participate in Self-Development Programs			
23. Apply Coping Skills			
24. Apply Stress Management Principles			
25. Apply Time Management Principles			
26. Apply Crisis Management Principles			
27. Apply Perseverance Principles			
28. Serve as a Resource Person			
29. Apply Management Principles			
30. Manage Money			
Systems Skills			
1. Understand Systems			
2. Monitor Performance			
3. Correct Performance			
4. Improve Systems			
5. Design Systems			
6. Define Occupational Goals			
7. Survey Employment Opportunities			
8. Evaluate Career Goals			
9. Develop a Leadership Project			
10. Create a Professional Portfolio			
11. Conduct a Survey			

	Knowledge	Skills	Practical Experience
Technology Skills			
1. Select Technology			
2. Maintain and Troubleshoot Technology			
3. Process Information by Computer			
4. Access Information and Data by Computer			
5. Use Communication Equipment			
6. Use Job-Specific Technology			

INSTRUCTOR SIGNATURE _____